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ABSTRACT

This module for development of proficiency in identification of key social studies concepts and in teaching these concepts in an efficient and meaningful manner introduces the teacher-trainee to background information on concept formation and methods for planning and teaching social studies concepts. A sequence of activities is designed to develop competencies in writing lesson plans for the teaching of concepts. Behavioral objectives delineate the specific competencies desired upon completion of these activities. These include the abilities to identify concepts, to write a lesson plan showing the methods and materials to be used in teaching concepts, and to teach a selected concept to elementary school children at a grade level of choice. (Related modules are SO 005 443 through SO 005 445 and SO 005 447 through SO 005 450.) (SHM)

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SOCIAL STUDIES FOR THE ELEMENTARY SCHOOL

PROFICIENCY MODULE #3

CONCEPT FORMATION--CONCEPT TEACHING

University of Georgia

College of Education

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INTRODUCTION

In an earlier module we mentioned that social scientists and social studies curriculum developers alike have taken a new look at different dimensions and classifications of knowledge (information). We said that major social studies curriculum projects of the past ten years have emphasized the formation of social science concepts and the understanding of relationships between or among concepts. With this in mind we provided you with a definition of a concept and some examples of concepts, and asked you to identify concepts within a body of knowledge. This was the first step in leading you to an understanding of the conceptual framework of the new social studies.

As an elementary social studies teacher you must not only be able to identify key social studies concepts, but you must also be able to teach these concepts in an efficient and meaningful manner. Thus, a thorough understanding of concepts, how they are learned, why they are taught, and an effective method of teaching them seems to be a prerequisite for sound social studies instruction. In conjunction with this knowledge concerning concepts, the ability to devise written plans to guide you in concept teaching will prove quite useful. Thus, the objective of this module is to introduce the teacher-

trainee to background information on concept formation, and methods for planning and teaching social studies concepts.

BEHAVIORAL OBJECTIVES

This sequence of activities is designed to develop teacher--trainee competencies in writing lesson plans for the teaching of social studies concepts. The following behavioral objectives delineate the specific competencies desired upon completion of these activities:

I. Terminal Competencies

A. Using a unit of instruction in an elementary social studies textbook at a grade level of choice (again the reader may wish to use the social studies textbook and unit being utilized by his supervising teacher), the reader will, prior to instruction of the unit, be able to identify two or more key concepts in the unit, and write a lesson plan showing the methods and materials to be used in teaching <u>one</u> of these concepts.

B. Using this lesson plan as a guide, the reader will teach this selected concept to elementary school children at a grade level of choice.

II. Enabling Activities

A. Given a list of concepts, the reader will be able to write four (4) attributes based on his understanding of the concept, for each concept.

B. Given a specific social studies concept, the reader will demonstrate his understanding of Gagné's model for teaching a concept by writing examples and non-examples for the given concept and by placing these examples and non-examples along with teacher statements in correct order based on the model.

PART I. CONCEPTS AND THEIR ATTRIBUTES

By the end of Part I of this module you should be able to successfully complete the following behavioral objective.

> Given a list of concepts, the reader will be able to write four (4) attributes, based on his understanding of the concept, for each concept.

What is a concept? A practical definition for the term would serve to answer our inquiry. Yet, over the past few years educators have been hard put to come up with a uniform definition. An examination of some of the ideas put forth by these educators might prove useful in helping us to form our own working definition.

McLendon states that, "A concept classifies particulars that have relatable features, for example, mountains, multiple causation, democracies, trades, elections, and cultural transmissions."[1] The stress here seems to be on the similarity or relational aspects of the characteristics of concepts. Womack follows a similar vein in saying, "A social studies concept is a word or phrase which has associated with it certain salient, inalienable features. The understanding and proper use of the concept depends on the mastery of the inalienable

[1]Jonathan C. McLendon. Social Studies on Secondary Education. New York: The Macmillar Company, 1965. p. 48.

features as well as the common definitional meaning of the word."[2] Thomas and Brubaker see concepts as statements or labels that allude to a quality shared by a variety of objects, people, places, or events or a combination of these. They suggest that as classifications of phenomena, concepts serve as verbal tools that speed and enrich communication and thinking.[3] Their idea concerning concepts ties in closely with that of Womack's in that it is the definitional meaning or what the label alludes to that gives the concept its usefulness.

Defining a concept somewhat differently, Beyer writes, "A concept is a mental image of something. The "something" may be anything--a concrete object, a type of behavior, an abstract idea."[4] He goes on to point out that:

> A concept may be described by a word or phrase which conjures up the appropriate image. War is a word which suggests a particular mental image about a type of violence or conflict. Dog suggests a mental image about an entirely different concept. Indian and culture and decision making and spatial interaction suggest still other concepts. The list is almost unending.
>
> Concepts are not mere words, however; words are only labels used to suggest concepts. Because they are so imprecise and usually mean different things to different people, words cannot thoroughly

[2]James G. Womack. Discovering the Structure of Social Studies. New York: Benziger Brothers, 1966. p. 50.

[3]R. Murray Thomas and Dale L. Brubaker. Decisions in Teaching Elementary Social Studies. Belmont, California: Wadsworth Publishing Company, 1971. p. 49.

[4]Barry K. Beyer. Inquiry in the Social Studies Classroom: A Strategy for Teaching. Columbus, Ohio: Charles E. Merrill Publishing Company, 1971. p. 111.

> describe a specific concept. Neither can simple definitions. Concepts are much too complex for that.[5]

Other definitions refer to concepts as more abstract entities. For example, Bruner states, "The working definition of a concept is the network of inferences that are or may be set into play be an act of categorization."[6] While Massialas and Cox say that "Concept may legitimtately refer to a logical structure which groups objects or phenomena within one class or category."[7] Both of these definitions with reference to "network of inferences" and "logical structure" suggest that the mental act or process of classification or categorization is all important to understanding the concept of "concept."

All of these definitions may be considered valid definitions of the term concept. You might feel that one or the other is more helpful to you in understanding concepts. You may also remember that in the first module, we defined a concept as a class or group of things or activities having similar attributes and labeled by a word or group of words. Examples were given such as dog, revolution, cultural change, highly developed countries, etc.

Assuming your understanding of what a concept is is now somewhat clearer, let us look at another aspect of

[5] Ibid. pp. 111-112.

[6] Jerome S. Bruner. A Study of Thinking. New York: John Wiley & Sons, 1956. p. 224.

[7] Byron G. Massialas & C. Benjamin Cox. Inquiry in Social Studies. New York: McGraw-Hill Co., 1966. p. 47.

concepts. In the first module no attempt was made to describe the attributes of a given concept. Yet, it is the awareness of the similarity and interrelationship of the attributes of a given class or group of things or activities that enables an individual to form a concept.

An attribute of a concept is a distinct feature of that concept. For example, there are many attributes for the concept of bird. A few such attributes are: feathers, wings, lays eggs, makes nest, etc. Attributes have other characteristics. Marlin L. Tanck notes that:

> Attributes are distinguishable characteristics or properties of things, event, or ideas. They are features that can be noted as the same, similar, or different.
>
> Attributes can be based on fact in that they are concrete information that can be verified from reports of others or by one's own direct observation. Whether they are accurate can be proven by checking the reports or by seeing, hearing, touching or smelling.
>
> Attributes can be "known" at different levels of awareness. Some can be readily stated while others may be understood and used but not easily verbalized. If asked the difference between a horse and a cow, for example, people readily mention things like horses having manes and cows none, but only after considerable digging do they come to attributes like relative position of head and shoulders by which they could distinguish the two animals if they had no other information.[8]

[8]Marlin L. Tanck. "Teaching Concepts, Generalizations, and Constructs," Social Studies Curriculum Development: Prospects and Problems, 39th Yearbook, National Council for the Social Studies, Dorothy McClure Fraser, ed., 1968. pp. 101-102.

It might prove useful in understanding concepts to be able to distinguish some of the attributes or characteristics of particular concepts. The following activity will help you to begin to think about the attributes of concepts. While working the activity, remember that attributes are distinguishable characteristics or properties of the concept. They are based on concrete information that is verifiable, and they may be known at different levels of awareness.

Given a list of concepts, write four attributes of each concept. For example:

river	water
	flowing
	channelized
	carries & deposits sediments
state	territoriality
	population
	organization
	power

Activity 1

Write attributes for two concrete and two abstract concepts.

a. lake

b. man

c. cat

d. transportation

e. change

f. values

g. leadership

h. urbanization

i. empathy

j. industrialization

k. revolution

l. interdependence

If you have done Activity 1 correctly, you will readily note that the attributes that you listed for each concept are characteristics common to that concept in all instances, e.g., all rivers have water, all revolutions involve change, all dogs are hairy, all birds have feathers, etc.

As a teacher one of your responsibilities will be to teach concepts. Your first decision will be to decide which concepts must be taught. This will be based to a large extent on the curriculum that you choose or that which is chosen for you by the school, county, or state. Whatever the case, after the concept has been identified, it will prove helpful to study the concept to be taught very carefully with an eye toward recognizing the key attributes inherent in that concept.

PART II. CONCEPT FORMATION

It is unusual for an individual to form or learn a concept by being presented with the definition only. Although this may be possible with very simple concepts, it is more usual for a concept to be formed over a period of time during which the learner experiences numerous examples and non-examples of the concept. These experiences may come from being told of the examples; seeing the examples; hearing, smelling, tasting, or touching the examples. Yet, there is no best way to form or learn concepts, but there are numerous ways in which concepts are formed.

Experiences are the basis for concept formation, and without a wide range of experiences with a particular concepts, that concept will not be fully developed. Consider the formation of the concept of lake. There are innumerable methods by which this concept may be learned. In most cases the learner sees a body of water or a picture of a body of water, and is informed that this is a lake. A crude concept of lake begins to be developed by the learner. Through time the individual has other experiences with lakes. He learns that you can swim, fish, boat, water ski, or even drown in lakes. He sees lakes of all sizes, from small ponds to those large enough to support

ocean going vessels. He learns that some lakes are nature-made, while others are man-made. As more experiences are presented, he develops a more sophisticated concept of lake. This sophistication comes with experiencing more and varied attributes of the particular concept.

Seldom do we experience all of the attributes of a given concept. Hence, our understanding of any concept is continually growing and changing over time. Yet, all concepts have certain key attributes that must be acknowledged before the concept is formed by the individual. Again, using the concept of lake, these key attributes might be: a body of water; surrounded by land; standing water; usually, but not always, fresh water; usually supporting vegetation and/or animal life; various sizes and depths; etc. Later, other attributes will be added, such as the names of particular lakes, historical events involving lakes, activities that may be exercised on lakes, etc.

Remember that concepts are formed when the learner is provided with the label along with varied experiences with the attributes of a particular concept, and that concepts have key attributes that must be understood in order to develop even the most rudimentary awareness of a concept.

PART III. WHY TEACH CONCEPTS

Imagine yourself in a public or university library. Look around you. How much information is housed here? Remember that what you see here is only a small portion of the knowledge that man has accumulated over the past few thousand years of written history. Yet, man was gathering information about his world and universe for over a million years before he acquired the ability to record his findings. It is quite obvious that man has a tremendous base of knowledge about his physical and social environment, and this knowledge is expanding at a terrific rate. Add to this large and expanding base of knowledge the realities of a rapidly changing world, and we begin to bring into focus the problem that educators are confronted with on a daily basis --the problem of what and how much of this knowledge can realistically be taught to our children.

Obviously no one can learn all of the knowledge that man has accumulated throughout the ages. Nor should he. Much information, while remaining historically factual, is today for all practical purposes useless. Take the example of certain social studies facts learned by school children in the early 20th century concerning countries of the world, their capitals, and their major imports and exports. One has only to compare

the textbooks of that era with those of today to see that many "facts" have changed. National boundaries have changed along with the names for many countries of the world. Imports and exports are not stable indexes of a country's economy--they often change with the needs and technology of the times. As one looks at the quiz show curricula of the past, it seems as though the efforts expended in memorizing such facts was indeed futile.

If we find the memorization of social studies facts ineffective in aiding citizens of the future, then what are we to base our curricula around? Concepts may provide an answer. A curriculum based on concepts will definitely be more stable through time. For instance, children who have a good understanding of the concepts of "nation," "wants and needs," "imports," "exports," "interdependency," "trade," and "government" would be able to apply these concepts at any future time in dealing with countries and governments no matter what their names, their type of government, or their imports and exports. Also, concepts subsume factual data, thus eliminating the need for the memorization of large quantities of "facts". That is to say that concepts are developed by organizing and classifying factual data as the attributes of this or that particular concept. For example, as one develops the

concept or "mental image" of government, he mentally processes particular bits of information concerning his own government, other governments of the time, and historical data concerning past governments. This mental processing involves categorizing similar information about types of governments, governmental events, and the consequences of various governmental actions. Thus, when the concept is formed in the individual's mind, it is as if he has created a filing cabinet in the mind--a place where all the information about governments will be stored and indexed for future reference. True, much of the information stored may never be recalled, but the concept--and the knowledge of what it represents will be readily at hand.

Again, concepts are more stable through time, and serve to organize vast quantities of facts or information, by organizing the social studies around a conceptual framework and emphasizing the teaching of concepts rather than facts we may provide children with a more lasting and meaningful understanding that will prove useful in the future as well as the present. These are a few of the reasons why we emphasize concepts in the social studies.

PART IV. TEACHING CONCEPTS

By the end of Part IV of this module you should be able to accomplish the following objective:

> Given a specific social studies concept, the reader will demonstrate his understanding of Gagné's model for teaching a concept by writing examples and non-examples for the given concept and by placing these examples and non-examples along with teacher statements in correct order based on the model.

Up to this point we have discussed what concepts are, how they are formed, and why they are taught in the social studies. We will now turn our attention to a method or technique by which we may teach a concept. As is true for teaching in general, there is no best way to teach a concept. Every teacher should be equipped with a battery of techniques from which he may choose, depending on the concept to be taught, the individual learner, and/or the teaching situation.

In this module we will develop a technique based on a model suggested by Robert M. Gagné.[1] The model is as follows:

[1]Robert M. Gagné. "The Learning of Concepts." The School Review. LXXIII (Autumn, 1965). p. 191.

Step 1. Show the subject an instance of the concept and specify its name.

Step 2. Show the subject another and different exemplar (or several) and again specify the concept name.

Step 3. Show the subject a negative instance of the concept and specify that it is not the concept name.

Step 4. Show the subject still another positive exemplar and, pointing appropriately to the positive and negative examples, respectively, specify the concept name and specify that it is not the concept name.

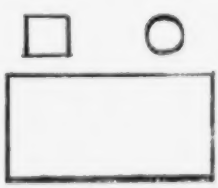
Step 5. As a test, give the subject a context and request that he illustrate or select the instance of the concept.

An illustration of this technique using a fictitious concept--, a concept dealing with a geometrical design called Tridim, may prove useful.

Step 1.

Teacher says--This is a Tridim.

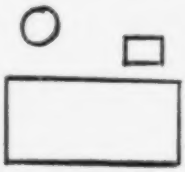
Shows example--



Step 2.

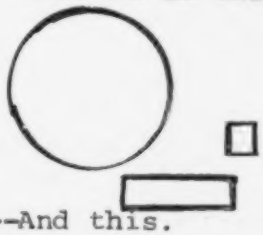
a. Teacher says--This is also a Tridim.

Shows example--



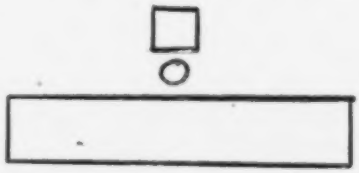
b. Teacher says--This is an example of a Tridim.

Shows example--



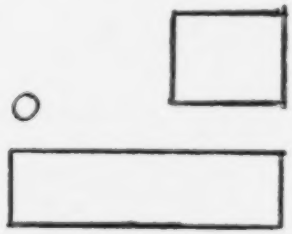
c. Teacher says--And this.

Shows example--



d. Teacher says--This is another example of a Tridim.

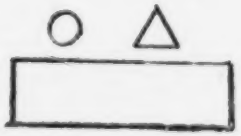
Shows example--



Step 3.

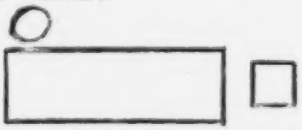
a. Teacher says--This is not an example of a Tridim.

Shows non-example--



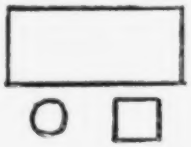
b. Teacher says--Nor is this.

Shows non-example--



c. Teacher says--This is not a Tridim.

Shows non-example--

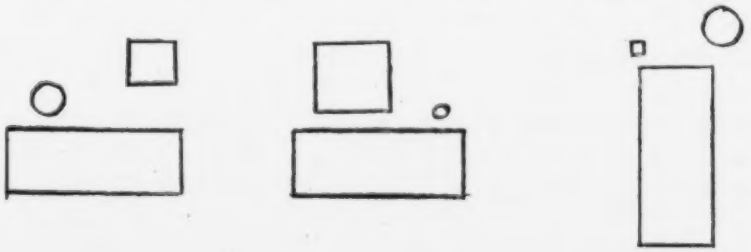


Step 4.

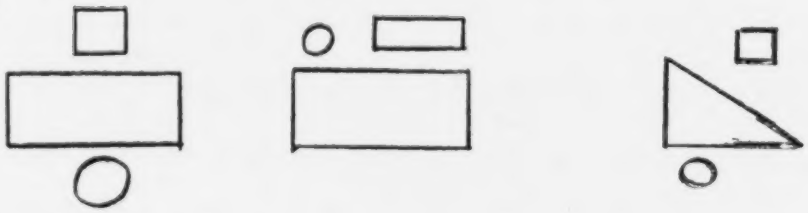
Teacher says--These are examples and these are not examples of a Tridim.

Showing examples and non-examples simultaneously.

examples



nonexamples



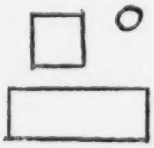
Step 5.

Teacher says--Which of the following are examples of a Tridim?

Showing--

a.

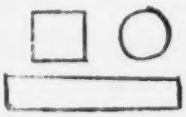
b.



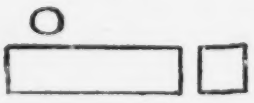
c.

d.

e.



f.



In the last step you should identify b., c., and e. as examples of a Tridim. You should recognize that a Tridim is a geometrical design consisting of a rectangle, a circle, and a square arranged in such a way that the circle and square are always located above the rectangle.

While this example illustrates the teaching of a concept, it must be remembered that most of the concepts that are taught in the social studies are not concrete (cannot be seen, touched, heard, smelled, nor tasted) concepts. Tridim was an example of a concrete concept. The more abstract concepts may require the teacher to give definitions and verbal examples, e.g., case studies that demonstrate the existence of the concept. For example, the concept of change is an abstract concept. We cannot see change itself, but we can see the results of change. To teach this concept we would have to give verbal examples of change or show the results of change, e.g., before and after pictures, objects before and after they changed, etc.

In using the technique for teaching a concept suggested by Gagné, the teacher should follow the steps in their proper sequence--show an example of the concept, show another and different example or examples of the concept, show non-examples of the concept, show examples and non-examples of the concept

simultaneously, then test for students' understanding. The teacher may vary his method of presenting examples and non-examples depending on the difficulty of the concept to be taught. This variation may consist of increasing the number of examples and non-examples or increasing the time spent on each example or non-example. It is recognized that depending on the concept and the learner the time between the presentation of examples may fluctuate. It might take one day to one week to present one good example of a particular concept, as in the case of presenting a case study showing the existence of revolution or interdependence. Then again the examples and non-examples may be presented in rapid succession. This will depend entirely on the complexity of the concept, examples available, and ability and experiences of the learner.

You will find that the more concrete concepts such as automobile, food, shelter, clothing, road, factories, flowers, etc., will pose fewer problems in teaching. This is, of course, due to the fact that the teacher will be able to provide positive and negative concrete examples. It should be remembered that the learner will be able to grasp the concept more easily if he is able to use more of his senses in studying the concept. Hence, if he can see it and touch it, then it will be easier for him to comprehend it than if he only hears about it.

A problem in teaching social studies concepts is that the more important concepts are of a more abstract nature. This is illustrated by a list of concepts designated by the staff of the Syracuse University Social Studies Curriculum Center to be key social studies concepts. Using a working definition of a concept as follows:

> -an individual's own way of making meaning of things he has experienced.
>
> -a mental image which assists a person in classifying his experiences, and which continually changes as his experiences accumulate.
>
> -an abstraction or general idea in the mind of a person which represents a class or group of things or actions having certain qualities or characteristics in common.
>
> -a synthesis of a number of things an individual has experienced and conclusions he has drawn about his experiences.
>
> -represented by a verbal symbol which indicates the real content of the insights and meanings the word evokes in the mind of an individual.[2]

[2]Vern S. Fancett. "Social Science Concepts in the Classroom." Concepts in the Social Studies. ed. Barry K. Beger and Anthony N. Penna. Bulletin No. 45. Washington, D.C.: National Council for the Social Studies, 1971. p. 14.

The staff of the Curriculum Center listed the following concepts to be those which need to be built progressively throughout the student's experience in the social studies.[3]

Substantive Concepts:

- Sovereignty
- Conflict--its origin, expression, and resolution
- The Industrialization-Urbanization Syndrome
- Secularization
- Compromise and Adjustment
- Comparative Advantage
- Power
- Morality--Choice
- Scarcity
- Input--Output
- Saving
- The Modified Market Economy
- Habitat
- Culture
- Institution
- Social Control
- Social Change
- Interaction

Value Concepts:

- Dignity of Man
- Empathy
- Loyalty
- Government by Consent of the Governed
- Freedom and Equality

Aspects of Method:

- Historical Method and Point of View
- The Geographical Approach
- Causation
- Observation, Classification, and Measurement
- Analysis and Synthesis
- Question--answer
- Objectivity
- Skepticism
- Interpretation
- Evaluation
- Evidence

As can readily be seen, these concepts are abstract concepts, and teaching them would require the teacher to provide an ample supply of good examples--probably verbal or written. Due to the complexity and abstractness of these concepts, it would require a longer period of time with many built in

[3] Ibid. p. 16.

experiences for the learner to learn them adequately.

Later in the module you will be asked to choose an abstract concept and to develop a plan for teaching this concept. In preparing for this later activity, let's return to a more basic concept. Transportation is a concept that is stressed in the elementary schools. Transportation involves land transportation, air transportation, and water transportation. Using the technique demonstrated in the module for teaching a concept--Gagné's five step model--shows how you would teach this concept of water transportation to third grade children. At each step, list the examples and non-examples that you would provide (these examples might be pictures, drawings, or written examples), and the probable teacher statements.

Activity 1--Water Transportation

Step 1.

Teacher says--

Example--

Step 2.

Teacher says--

Example--

Step 3.

Teacher says--

Example--

Step 4.

Teacher says--

Example--

Step 5.

Teacher says--

Example--

PART V. WRITING LESSON PLANS FOR TEACHING A CONCEPT

By the end of Part V of this module you should be able to accomplish the following objective:

> Using a unit of instruction in an elementary social studies textbook at a grade level of choice (again the reader may wish to use the social studies textbook and unit being utilized by his supervising teacher), the reader will, prior to instruction of the unit, be able to identify two or more key concepts in the unit, and write a lesson plan showing the methods and materials to be used in teaching <u>one</u> of these concepts.

The daily lesson plan is probably the most useful tool that you will have as a teacher. Careful consideration in writing daily lesson plans will give direction to your teaching and focus your purposes and intents. Although there are many forms for writing daily lesson plans, we have chosen for this module a form that is simplistic in design, while fulfilling the criteria for sound planning.

Planning Form: Concept Teaching

Name_____ Grade level_____
Date_____ Expected time required_____

1. Behavioral Objective(s):

2. Concept(s):

3. Materials and source:

4. Method of presentation (or model utilized):

5. Guide (Briefly describe the activity or examples in each step of the lesson and questions you will ask.):

Steps	Activities or examples	Questions
1.		
2.		
3.		
4.		
5.		

The following illustration of how to use this Planning Form in preparing daily lesson plans may prove useful.

In a third grade social studies textbook, The Social Sciences: Concepts and Values, the unit on Groups in the Community contains a section dealing with the Puritan family. In this section we read:

The first Puritan houses had just one big room. Each house had a very large fireplace. Some fireplaces were big enough for a man to stand in with his arms stretched out. The fireplaces were for warmth, for light, and for cooking. Around the fire in the winter evenings, the family gathered at the end of the busy day.

The fireplaces took a great deal of wood. The men had to chop down trees and drag the logs to the village. The men and boys then had to chop the logs into lengths for the fireplace.

Corn was the main food. At night, the smaller children in the family sat by the fire and scraped the corn kernels off the cobs. The cobs were used as fuel for the fire. In the morning, the housewife or one of her daughters would grind the kernels into cornmeal.

Cornmeal was eaten almost every day of the year. Puritan women thought up all sorts of ways to make the cornmeal

taste a little bit different. One way was to mix the cornmeal with mashed pumpkin and bake it into pumpkin bread.

The housewife did her baking once or twice a week. The baking oven was a small fireplace, built up high next to the large fireplace. Into the oven went brown bread and pies and corn bread and beans. In the large fireplace, big kettles of meat and vegetables were set to boil. If the family wanted roasted meat, someone had to sit by the fire and turn the meat around on a spit. This took a long time. The job was usually given to one of the younger boys. It was part of his role.[1]

From this reading, one could easily identify the generalization--The family expects its members to perform certain roles. In order for us to teach for this generalization, we must be assured that our students understand the concepts involved in the generalization. These concepts are: family, family member, and roles. We will assume for purposes of this illustration that our students have grasped the concepts of family and family member. We now plan to teach the concept of role. Using our Planning Form, we plan for our lesson as follows:

[1]The Social Sciences: Concepts and Values. New York: Harcourt, Brace and World, Inc., 1970. pp. 89-92.

Planning Form: Concept Teaching

Name Mr. Bagley Grade level 3rd
Date March 31, 1972 Expected time required 30 min.

1. Behavioral objective: Given a series of pictures and/or verbal descriptions of family members performing roles and non-roles, the students will be able to verbally identify those activities which may be labeled as roles.

2. Concept(s): Role

3. Materials and source:
Pictures from magazines showing people performing roles and people not performing roles.

4. Method of presentation (or model utilized): Gagné's five step model for teaching a concept.

5. Guide (Briefly describe the activity or examples in each step of the lesson and questions you will ask.):

Steps	Activities or examples	Questions
1.	show picture of boy cutting grass	What do you see in this picture? Yes--This boy's job in his family is to cut the grass. This is one of his roles. Define role.
2.	show other pictures of children in school, woman cooking, girl taking care of her sister, man working at his job, boy raking the lawn, etc.	These pictures show members of a family performing a role.

3.	show picture of people who are not performing a role: boy or girl laying on the grass, woman eating, man watching T.V., etc.	What do you see in these pictures? These people are not performing a role in their family.
4.	Show other pictures of family members who are and are not performing a role.	These people are performroles. These people are not performing roles. Why and why not?
5.	show various pictures and describe various activities which illustrate roles and non-roles.	Is this a role? What about this? etc.

After teaching and informally evaluating the students on their understanding of the concept of role, you will now be ready, perhaps on the following day, to use the reading in the textbook to teach for the generalization that you have identified. This is of course assuming that your students were able to learn the concept as demonstrated by your evaluation.

Terminal Activities

Successful completion of the following activities will demonstrate that you have obtained the competencies needed to exemplify mastery of the terminal behavioral objectives listed on page 2 of this module.

A. Using a unit of instruction in an elementary social studies textbook at a grade level of

choice (again you may wish to use the social studies textbook and unit being utilized by your supervising teacher), identify two or more key concepts in the unit, and write a lesson plan for teaching one of these concepts. In writing this lesson plan follow the Planning Form provided for you on the last two pages of this module.

B. Using this lesson plan as a guide, teach this selected concept to elementary school children at a grade level of choice.

List the key concepts that you identified from the unit that you selected below.

_____

_____

_____

_____

Planning Form: Concept Teaching

Name_____ Grade level_____
Date_____ Expected time required_____

1. Behavioral Objective(s):

2. Concept(s):

3. Materials and source:

4. Method of presentation (or model utilized):

5. Guide (Briefly describe the activity or examples in each step of the lesson and questions you will ask.):

Steps	Activities or examples	Questions
1.		
2.		
3.		
4.		
5.		

EVALUATION FORM FOR SELF-INSTRUCTIONAL MODULES

Name_____ Date_____

Instructor_____ Course_____

Module Title_____

1. Approximately how many hours did it take you to complete this module_____.

2. Please check one square under each category (Usefulness & Difficulty) per row.

	Usefulness			Difficulty		
	Not Useful	Useful	Very Useful	Too Difficult	Too Easy	Just Right
1. Introduction						
2. Module objectives						
3. Explanations & Definitions						
4. Examples - Illustrations						
5. Directions						
6. Activities						

3. What should be added or deleted to improve this module? (Comment)

4. What degree of competence do you feel you now possess in understanding and being able to model (chart) a body of information?

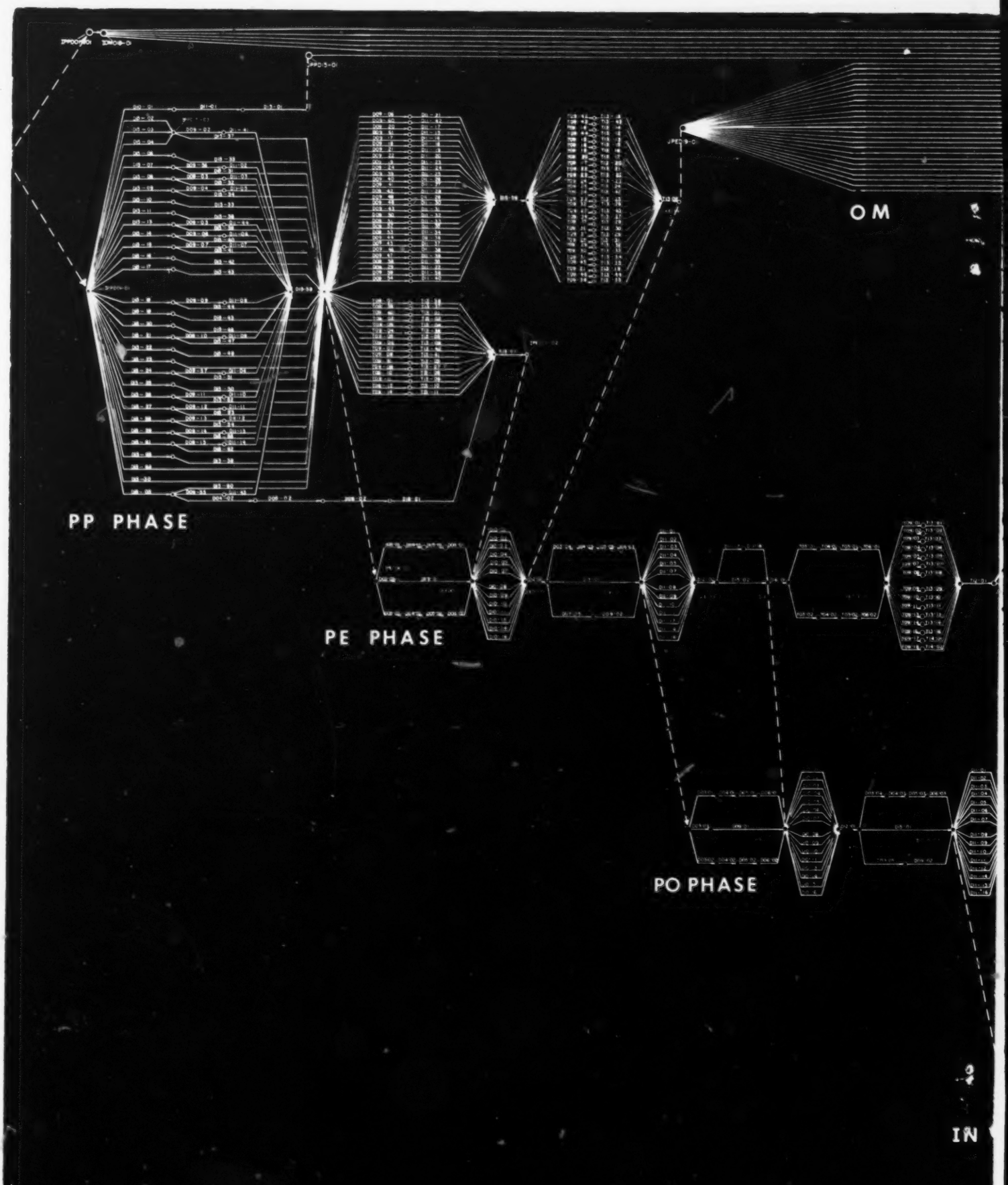
_____ Very Competent

_____ Marginally Competent (I feel I can do this but I think I may need more practice)

_____ Not Competent (I feel that I'm not able to do this.)

5. Have you completed modules for any other methods course at the University of Georgia? If so, list the courses below.

If you have completed modules in other courses, how would you rate this module in comparison to the others? (Comment)


OM
PP PHASE
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PO PHASE
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